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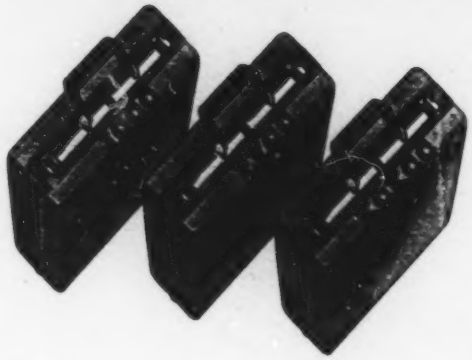
ABSTRACT

Describing an effort to improve conditions for adjunct faculty in the communications division at Johnson County Community College (JCCC), in Kansas, this paper outlines steps taken and provides materials generated by the effort. Following a brief abstract of the project, two sample essays written by full-time faculty with experience as adjuncts are provided which were used to examine their experiences and perceptions of the adjuncts' status. Next, information is presented on the types of people who work as part-time faculty in general and at JCCC, and the following recommendations for improving conditions developed from a joint meeting of full-time and adjunct faculty are provided: (1) improve program-specific training and promote professionalism among adjuncts by providing training and mentors for new adjuncts and informing adjuncts of development opportunities; (2) improve communication between adjuncts through an adjunct instructor committee; (3) improve communication between adjunct and full-time faculty by holding social events, publishing a teachers' directory, and encouraging participation in program meetings; and (4) improve morale and the working environment by equipping the adjunct room with office supplies, recognizing long-time adjuncts with titles and honors, and allowing long-time adjuncts to participate in decision-making. Finally, sample materials developed from these recommendations are provided, including faculty directory worksheets, information on adjunct compensation at JCCC, a schedule for an adjunct orientation, and materials related to an adjunct appreciation day. (Contains 10 references.) (KP)

ED 373 822

# Collaborative Efforts to Improve Conditions for Adjunct Faculty



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**Johnson County Community College**
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JC 940 472



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**Abstract:** Collaborative Efforts to Improve Conditions for Adjunct Faculty

In this era of shrinking budgets, most institutions face an increased ratio of adjunct to full-time faculty. However, retaining talented adjunct instructors has become an even greater challenge than in the past. Although money and security are motivating factors in the retention of adjuncts, research by Judith Gappa and others indicates that adjuncts' needs are more abstract, suggesting that institution leaders need to be more creative in their approach towards the needs of adjuncts. This presentation describes the process undertaken in 1993 by the communication division at Johnson County Community College, a large institution located in Overland Park, Kansas. The communication division consists of approx. 50 full-time faculty and approx. 130 adjunct faculty. The process steps were (1) an examination of attitudes (in essay form) from full-time faculty who had five or more years as adjunct instuctors, (2) a discussion and sharing of attitudes betweem full-time and adjuncts all of whom had several years of recent adjunct experience (3) an investigation of motivating practices already in place, (4) the development of recommendations to accord respect, improve professional sharing, and enhance relationships between full-time and adjunct instructors, (5) implementation of the recommendations (administrative level). The work of J. Gappa, D. Leslie, C. L. Carbone, D. K. Kelly, R. Osborne, J. M. Williams, H. P. Tuckman, and others correlate with the attitudes and needs revealed in the JCCC process.

# Adjunct Faculty: The Issue

# I. Adjunct faculty: the issue

A. Why colleges need/want adjunct faculty: their importance

B. Disparity between full-time and adjunct salaries,benefits, working conditions

C. Budget constraints: increasing reliance on adjunct faculty

1. Nationally

2. Our community college

3. Our division

# Preliminary Process: Reflection and Initiation

## II. Our division's decision to improve conditions for adjunct faculty: the beginning process

A. Administrator's interest

B. Our self-examination: writing our essays

C. Creation of a full time/adjunct faculty committee: task assigned

D. Preparation for the first meeting

**A Niche of My Own**
by Virginia Nelson

A niche of my own in a community of respected and valued professionals is, to me, the greatest difference between holding a position as an adjunct teacher and one as a full-time teacher. To teach at JCCC in either capacity carries a certain amount of status and credibility in the community. But to be a full-timer means having a niche embossed with symbols of value, thus, leading to increased confidence and ultimately greater productivity.

To a former adjunct, an office is at first the most valuable symbol of the full-time faculty. It means no more conferring with students in the Commons (unless I so desire); it means no more public meetings of students in hallways; it means no more struggling for a work or storage space in the adjunct room. Most of all, it means no more apologizing to students for my lack of availability and no more guilt for not sharing my private phone number.

Beyond the practicalities of an office lies the significance of inclusion in a community of professionals. I treasure the congeniality of my colleagues and thrive on the sharing of ideas, insights, and experiences.

An unexpected but significant experience occurred the first day I walked into the classroom as a full-time instructor. I found myself speaking and moving much more assertively than I had ever done before. In turn, my surprising surge of confidence seemed to evoke greater confidence in my students. They seemed more sure of me and more sure of their ability to succeed in the course. At the time I did not understand what brought about this change in myself.

Further examination, however, suggests that my surge in confidence is somehow

connected to a sense of being valued, especially by colleagues. Upon being hired, I could not help but be aware that my new status affected my relationship with full-time faculty. As a long-time adjunct, I felt reasonably comfortable with the full-timers. Still--one or two individuals seemed to view adjuncts as undeserving of their social courtesies. They spoke to me (and other adjuncts) only when necessary; some people discussed adjuncts disparagingly in my presence as though I did not exist. When I was hired though, suddenly, to my amusement, my value increased. My opinion as a full-timer seemed suddenly to be taken seriously rather than merely tolerated.

Closely related is the symbolic effect of being properly color-coded. Casting my official color-coded ballot for textbook selections, etc, signifies a vote that really counts. Formerly, despite my long-term adjunct experience and commitment to JCCC, my vote carried no more weight than the uncommitted adjunct who teaches one semester and leaves. As an adjunct my reaction was, "Why bother if my opinion is worth so little?" Now a fully-weighted vote is worth the trouble of examining and pondering over the right choice.

Another color symbol is the yellow gradebook that announces my credibility to colleagues across the campus. No longer do eyes subtly flicker to the "wrong" colored gradebook to determine my value or rather lack of value. Logically, the color-coding must have a valid purpose; psychologically, it is somehow belittling. As an adjunct I laughed about it; as a full-timer, I am happy to not deal with it.

I profoundly feel the psychological consequences of owning a niche in an institution when I attend professional organizations and conferences. As an adjunct I frequently attended conferences. Sometimes I paid my own way; other times the College generously financed my expenses. I felt that I worked and studied as hard as anyone else to keep up with my field; yet I somehow felt less than adequate at these conferences and

also at professional meetings. I did notice that those times when the College financially supported me, I seemed more confident. Less happily, I further found that if I did not reveal my adjunct status to the other participants, I felt like an imposter. When I was honest, the other participants conveyed a tolerant type of courteousness and friendliness similar to that experienced on my own campus. Until I actually attended a conference as a full-time faculty member, I was only vaguely aware of how the lack of a respected niche affected my participation.

Opportunities are bountiful for the full-time instructor. As a full-time faculty member, I have enjoyed attending conferences, serving on committees, attending the Master Teachers' Workshop, and participating in a two-week workshop at MTU. For the adjunct these opportunities rarely exist.

Adjuncts think that they understand the value of a full-time position. I know I did. But the true significance of the full-time position is beyond the imagination of someone who has not experienced it. The benefits are immeasurable, for they extend far beyond those of status and monetary values.

February, 1992

**From Part-Time to Full Time: A New Visibility**

by Roslyn Bethke

Moving from the ranks of a fifth-year adjunct instructor to a full-time position for me was equivalent to stepping from shadows to center stage, from invisible understudy to recognized performer. In reality, my role didn't change; it merely expanded. But perceptions changed. From my students' angle as audience, I had always been a key performer. But from the vantage point of the full-time cast, I was usually invisible, swallowed by darkness. Suddenly with a full-time position, the shadows vanished. Even though I hadn't done anything differently, special effects lighting illuminated my place on the stage.

Along with the full-time position, I also acquired a new visibility outside the Academic Achievement Center. Full-time instructors who had never noticed me before in the hall were now friendly. I was asked questions. My opinion seemed worthy of consideration. All this cast a favorable light on my self-image as well.

In contrast, as a beginning adjunct instructor at both KCKCC and JCCC, I was grateful for the shadows. As any adjunct, I wanted to be a good teacher and to function independently without being a drain on someone else's time. At JCCC, I found a satisfactory system in place for helping adjuncts. In the beginning years, this was exactly what I needed. But, even though I changed over the years, the system never did.

This essay--my effort to explore the separate worlds of adjunct and full-time instructors--has taken me a long time to write. With mixed feelings, I've begun several times during the past year and a half. But, even though I strongly believe that adjunct instructors deserve improved conditions, I have felt uncomfortable about sharing personal perceptions in a setting espousing objectivity and research.

But last semester an incident encouraged me to finish this essay. In order to help a co-worker, I had sent a complimentary memo to another person on campus encouraging him to be a presenter at our national CRLA conference this spring. However, he reacted by calling my co-worker to find out who I was and whether I was adjunct or full-time. I had not listed my office and telephone extension numbers--trademarks of full-time status. For him, knowing that I had full-time status was important in evaluating my suggestion.

So, the basic question becomes this: why would the opinion of an adjunct instructor be less valued? Two ideas come to mind: first, distrusting the knowledge base (i.e., believing the adjunct instructors knows less than a full-time instructor); second, distrusting the motive for the suggestion (i.e., suspecting the adjunct's intent is to ingratiate for later favoritism). From events in my own experience and through conversations with other adjuncts, I think many full-time faculty members, without realizing it, apply these stereotypes to adjunct instructors. They may distance themselves because it prevents emotional ties that could become awkward. And, when the full-time instructors remain apart, opportunities are lost for appreciating the knowledge and teaching talent of adjunct instructors.

Herein I think lies the dilemma of many adjunct instructor: no matter how long they teach, they never feel they attain peer acceptance from the full-time faculty. Instead, they retain a peculiar lack of status which makes them feel isolated, unappreciated, and ultimately rejected. I think this is especially true for daytime instructors after several years. Whereas they may have been accepted as an equal in employment elsewhere, they now remain on the fringe. Also, because they have more time to devote to their teaching, it is natural for them to be strongly committed. But, if they work at the college in the daytime, they also have probably encountered more reminders of their "proper place" from full-time instructors who avoid getting to know them. As time goes by, I think many

adjunct instructors realize that they have grown, changed, and have something more to contribute, but feel nobody really cares.

Is it probable that daytime adjunct instructors are likely to feel more isolated as their semesters at JCCC increase? I believe so. And I think this is true despite the lack of hard evidence.

As a matter of fact, hard evidence tends to support the opposite idea. According to JCCC Adjunct Faculty Survey Results released in spring, 1990, responses from about 60 percent of adjunct instructors who participated in the study indicated that they were satisfied in their overall feeling of belonging to the college. However, as far as reporting satisfactory interaction with full time instructors, only 25 percent say they were satisfied; 38 percent were dissatisfied. And similar numbers held true for feeling adequate interaction with other adjunct members.

But some other factors deserve to be noticed. The 1990 survey gathered opinions from only 40 percent (170 participated out of 427 adjunct instructors). According to Karen Conklin in Institutional Research, this is a satisfactory return on an optional survey. She also pointed out that those who feel strongly positive or negative are most likely to return the survey so the sample should be valid. But I was surprised to find that 30 percent of all respondents were in their first year of teaching at JCCC, and about 56 percent were still within their first three years at JCCC. Considering the number of "newcomer" adjuncts, I'm not surprised by the 60 percent "satisfaction in belonging" rate.

But according to the survey, only 12 per cent of the respondents had taught at JCCC for more than five years. This seems low. Perhaps it is not, compared to national trends. Considering that JCCC does more for adjunct faculty than many other colleges, feelings of isolation are probably worse at other colleges. A legitimate question would be how JCCC rates itself on retaining its adjunct force? Could the college do a better job? It

seems that it would be to JCCC's advantage to retain its adjunct force, especially as the college invests in them through increased staff development opportunities.

I wonder about the 257 instructors in 1990 who did not fill out the survey. How many were employed here longer than five years? Did some veteran adjuncts ignore the survey because they felt it was extra work that wouldn't make a difference? According to Human Resources, we now have 600 to 800 adjunct instructors, but no breakdown of "years of employment" at JCCC. Given the increase in adjunct instructors, would the results be the same if the survey were conducted again?

In fairness, I should mention that many of the aspects that were rated low by adjunct instructors are being addressed by JCCC administration. There has been a salary increase, more publicity about staff development opportunities, more travel money for conferences, and more opportunities to improve classroom instruction. Still, I don't think these changes address the basic problem that frustrates many adjuncts. By my fifth year, I was ready for something more, something beyond just salary and benefits. The missing piece was food for my professional ego--to feel more respect from peers for my teaching, to be recognized for my contributions, to be appreciated for teaching unpopular courses and time slots, and to feel valued as an important part of the college.

At JCCC working as an adjunct in the Academic Achievement Center where instructors must work as a team brought both special advantages and disadvantages. On the positive side, I was able to form bonds of friendship with both full-time instructors and other adjuncts. The camaraderie that developed made the job especially enjoyable. On the negative side, the close contact made me more aware of the vast chasm separating full time and part time employees.

I felt the least satisfied and most isolated when I taught basic skills and composition classes at another community college and when I filled in one semester as a

long-term substitute at a small local four-year college. Despite my years of service, I never felt I belonged to either place. And there were no opportunities to know other adjunct instructors--not even a common workplace on campus. We did our jobs and left.

Do I believe that more interaction between full time and adjunct would solve problems for some adjuncts? This would at least be a step in the right direction. But the real problem cannot be fixed by full-time instructors. As I pointed out earlier, the wall of separation between the two groups exists for two reasons: 1) because there is a different perception of worth (full-time instructors do not view adjuncts as equals); and 2) because interaction causes social awkwardness (only full-time instructors have benefits and influence within the structure). In short, the wall of separation exists because the two groups are so far apart--the two worlds of the "haves" and the "have nots."

What can be done for the "have nots"? Since earning power affects "perception of worth," improving salary again should be considered for adjuncts who have a number of years with the college. Other forms of compensation, such as benefits, should also be considered. For example, is there a way for adjuncts to "buy into" some sort of health insurance?

Compensation in the form of recognition and appreciation should also be increased. Adjuncts should be recognized along with full-time instructors and staff for their years of service. Appreciation activities should be planned. Opportunities can be provided for more interaction between instructors also. For example, the Center for Teaching and Learning could promote ways for all instructors to learn from adjuncts. The attitude would be one of "learning from adjuncts," not merely "helping adjuncts."

Another improvement would be to offer part-time job security as proof that the veteran adjunct is valued by the college. Why not elevate adjunct faculty who have proven themselves over the years to at least the status of permanent part-time? The probationary

period could last for six years, if necessary. At the present time, part-time employees who are considered "staff" have greater status than adjunct instructors, since adjuncts are considered only temporary part-time. Why does the Kansas continuing contract law for teachers have to be a stumbling block? If the instructor has proven himself/herself, why not make a commitment to give classes to that group of instructors first? Certainly the need for adjunct instructors will continue to exist.

There should be more ways for adjuncts to impact policy and decision-making at the college. Could adjuncts serve on committees and be paid through special supplemental contracts, similar to the way secondary schools handle club sponsorships and coaching? Another consideration is whether the college should encourage adjuncts to create their own professional organization. Would an adjunct faculty association improve the college or weaken the present faculty association and the administration? Encouraging greater involvement from adjuncts seems desirable; but, in reality, keeping adjuncts isolated and on the fringe preserves the status quo.

All in all, I think that there are many capable, deserving adjunct instructors now working in the shadows who are doomed to stay forever invisible because of the way the system works. Although their contributions are invaluable, they lack any means to help themselves. Despite whatever good intentions full-time faculty can extend, only those charged with overseeing the institution's total performance can effect real change. Just as teaching with the advantage of special effects lighting has given me renewed enthusiasm, so too could JCCC's overall educational production be enhanced by giving adjunct performers more of the representative share they deserve.

December, 1992

# Committee Collaboration: Analyzing the Adjunct Experience

## III. Full time/adjunct committee collaboration to analyze problems/frustrations adjuncts face.

### A. Members sharing their perceptions of the adjunct experience.

**Q: What is the real difference between being a full-timer and a part-timer?**

**Q: What could the college do to give adjuncts a better sense of satisfaction?**

**Q. What can members of a division do to retain the best adjunct faculty?**

**Q: How can we improve morale and eliminate their sense of isolation?**

### B. Comparing committee members' perceptions with Gappa's research

from J. Gappa and D. Leslie,
*Invisible Faculty*, 1993

*Categorizing Part-Timers' Employment Experience

1. Semiretireds--
   (2.9 %)--former full-time professionals who are less concerned about job prospects than other part-timers.

2. Graduate students--
   (21.2%)--teaching while pursuing a degree at another institution; trying to gain experience and augment income.

3. Hopeful full-timers--
   (16.6 %)--those working at several institutions and having a full-time load, but not a full time position.

4. Full-mooners--
   (27.6 %)--those already working at least 35 hours per week at a primary job.

5. Homeworkers--
   (6.4 %)--those who care for children or other relatives for most of their time.

*Categorizing JCCC Part-Timers

1. Semi-retireds--
   number unknown

2. Graduate students--
   number unknown

3. Hopeful full-timers-
   (58.2 %)--This includes all those who would like to be employed full time.

4. Full-mooners--
   (44.1%)--This includes all those who have an additional full-time job.

5. Homeworkers--
   number unknown

6. Part-mooners--
(13.6 %)--those with highly specialized skills who work fewer than 35 hours /wk.elsewhere.

7. Part-unknowners--
(11.8 %) those whose reasons were either unknown, transitory, or highly subjective.

*survey by Howard Tuckman of 3,763 part-time faculty in 1978

* Adjunct Faculty Survey Results, February, 1990

# Committee Collaboration: Evaluating Practices and Making Recommendations

## IV. Committee collaboration to evaluate practices in place and make recommendations.

A. Evaluating conditions and practices in place for adjuncts in the division.

B. Preparing four areas of recommendations to the administration

1. Improving program-specific training and professionalism among adjuncts

2. Improving communication between/ among adjuncts

3. Improving communication between adjunct and full-time faculty

4. Improving adjunct morale and working environment

## Adjunct/Full-time Committee Recommendations

by

Dan Alexander, Roz Bethke, Mark Browning, Mary Funk, Virginia Nelson,
Teresa Stohs, Myra Young

Spring, 1993

**Improve program-specific training and promote professionalism among adjuncts by**

- Requiring as a condition of employment a teacher training program for all new adjuncts to acquaint them with writing syllabi, program policies, various assignments, etc., as practiced at JCCC. This training could possibly take place during in-service.

- Providing contacts for informal mentor process by having the Program Director and/or adjunct committee members introduce each adjunct to a full-timer and/or experienced adjunct with similar office hours. Introductions would occur during the early days of the semester.

- Continuing to make adjuncts aware of staff development opportunities for professional development, such as the Master Teacher Workshop.

**Improve communication between adjuncts by**

- Forming an adjunct instructor committee that meets regularly to address adjunct concerns and to plan adjunct activities. The Committee might also include two full-time ex officio membersto serve as intermediaries. The committee would report concerns to the Program Chair and report on activities of the program/division meetings.

- Creating opportunities for monthly meetings of adjunct instructors in the conference room. The agenda might include formal presentations by experienced faculty or informal get-togethers to discuss a suggested topic. Consideration should be given toward finding optimal times to allow more participation despite the diverse schedules.

- Providing a division bulletin board (along OCB 204 hallway) dedicated to adjuncts and their accomplishments.

**Improve communication between adjunct and full-time faculty by**

- Creating opportunities for adjuncts and full-timers to socialize or discuss professional issues.

- Forming an on-going voluntary mentor program, perhaps on a one-to-one basis--adjunct paired with full-timer.

- Encouraging exchange of teaching observations between adjuncts and full-timers, possibly as part of a mentor process.

- Publishing an adjunct and full-time faculty division directory--listing names, addresses, phone numbers, years of employment at JCCC, degrees and institutions, hobbies and special interests, etc. This would not only help the faculty to identify each other , but also offer the opportunity for faculty with common interests to seek each other out. Information could be compiled by individuals entering their own data directly into a database program and through use of the attached form.

- Encouraging adjunct instructors to participate in program meetings through presentations, personal invitations, etc.

**To improve the morale and working environment of adjuncts by**

- Moving division storage cabinets and other superfluous furniture, etc., from the adjunct room, freeing space for adjuncts to have desk space and file drawer (as space becomes available).
- Adding an additional telephone, perhaps in the conference room. Having the phone in the conference room would provide an occasional opportunity for a private call.
- Investigating recognition of long-time adjuncts with a title.
- Allowing long-time adjunct instructors the opportunity to participate in decision-making regarding textbooks, course outlines, etc., by giving them a vote that counts--if not a whole vote, at least a partial one.
- Awarding length of service awards for division instructors.
- Creating a Meet-Your-Colleagues Day, with refreshments provided by the division and hosting provided by full-timers, early in the semester (second week). Schedule two days, one for M/W/F instructors and one for T/Th instructors, with refreshments provided throughout the day to accommodate various schedules, including evenings.
- Creating a Treat-an-Adjunct Day. Full-timers would provide treats for adjuncts. Schedule two days, one for M/W/F instructors and one for T/Th instructors, with refreshments provided throughout the day to accommodate various schedules, including evenings.
- Rewarding outstanding teaching with an Adjunct of the Semester award. Publicize in the **Postscript.**
- Equipping the adjunct room with basic office supplies, including stapler, scissors, dictionary, thesaurus, tape, etc., securing these in the office as needed.

## COMMUNICATION DIVISION FACULTY DIRECTORY

A recommendation from the AFT (Adjunct/Full-Time) Committee is to have a directory of all instructors in the Communications Division. This will be available to each faculty member as soon as it is compiled.

Please return this form by Sept. ___ to _____. To save time and to spare one person from the big job of entering everyone's data, we are asking instructors to enter his/her information into the computer set up in the adjunct office. The directory will list both full and instructors together alphabetically by last name. NOTE: If you do not feel comfortable entering the data yourself, it will done for you.

If you do not fill out this sheet, just your name and teaching area will be listed.

Name_____

Teaching Area/Courses:_____

Address_____

_____

Home phone_____ Campus phone_____

Degrees and Institutions_____

_____

_____

_____

Years at JCCC: Adjunct____ Full-time_____

Special Hobbies or Interests:

_____

_____

_____

_____

Data entered into the computer? _____

JOHNSON COUNTY COMMUNITY COLLEGE

Communications and Academic Enhancement Division

Faculty Directory
Fall, 1993

Name:_____

Department:_____

Courses Taught:_____

_____

_____

Campus Phone Extension:_____

Office Hours:_____

_____

_____

Office Location:_____

_____

Degrees and
Institutions:_____

_____

_____

Years at JCCC: Adjunct:_____ Full-Time:_____

Special Hobbies or Interests:

_____

_____

_____

JOHNSON COUNTY
COMMUNITY COLLEGE

# Adjunct Faculty Handbook

Johnson County Community College
12345 College at Quivira
Overland Park, Kan. 66210-1299
(913) 469-8500

10/91

## Johnson County Community College

# Faculty Handbook

Johnson County Community College
12345 College Blvd.
Overland Park, KS 66210-1299
(913) 469-8500

6/93

# ADJUNCT FACULTY COMPENSATION

## SALARY

JCCC adjunct instructors are compensated for credit courses based on degree and number of semesters of adjunct service.

| Number of Semesters | Bachelor's | Master's | Doctorate |
|---|---|---|---|
| 1-2 | $400 | $425 | $450 |
| 3-6 | $425 | $450 | $475 |
| 7- | $450 | $475 | $500 |

Because the degree is considered in determining salary, we require a certified transcript documenting your degree status. Your transcript will be retained as a confidential document in your permanent personnel file.

It is your responsibility to be sure an official certified transcript for the highest degree you hold is on file in the Office of Human Resources. The college reserves the right to withhold payment to you pending receipt of your certified transcript.

## BENEFITS

Johnson County Community College offers many benefits and services to the adjunct staff. These include:

- Tuition reimbursement is available. Application forms, policy statements, and further information are available in the Human Resources Department (251 GEB).
- FICA (Social Security) contribution.
- Workers' compensation insurance.
- Unemployment insurance.
- Liability insurance.
- Voluntary tax sheltered annuity participation.
- Various staff development opportunities.
- One paid absence per class per semester.
- Use of Life Fitness Center as offered to JCCC employees. Further information is available from Lori DeGarmo (ext. 3753).
- Children's Center (upon availability).

The Center for Teaching and Learning at Johnson County Community College is designed to:

- Support adjunct and other faculty initiatives for innovative teaching and learning projects.
- Help any faculty member identify goals for a proposed teaching innovation, organize the developmental process, and design the specific application.
- Provide assistance with the creation of instructional units and materials, proposals, applications, etc.
- Assist with computer applications—software, hardware, networks, training manuals, student orientation guides. (Coordinate with staff designated to support academic computing.)
- Provide help with drafts of IDPs, articles for publication, conference presentations, etc.

An important aspect of the Center is the consulting group—faculty members who can work with adjunct and other faculty who are contemplating innovations, large or small, in any of the following areas: collaborative learning, common learnings project, educational technology, international education, library learning, critical thinking, underprepared student, and writing across the curriculum. Consultation with colleagues may also be available for other areas of interest or for more general improvement of student learning in the classroom, as well. Adjunct faculty are reminded that a project need not be formal, complex, long-term, or expensive to merit consulting assistance.

Services of the Center include the Master Teacher Workshop, teaching discussions (Let's Talk Teaching), inservice, orientation for adjunct and new faculty, and a resource center (240 GEB). The Center for Teaching and Learning is adjacent to the Staff Development Center, 240 GEB, ext. 3370.

# Administrative-Level: Implementation

# NEW ADJUNCT FACULTY ORIENTATION

COM 309, 319 A & B
6:00 p.m.
Thursday, January 6, 1994

Objectives:

1. To welcome you to Johnson County Community College.
2. To acquaint you with the values, beliefs, and Mission.
3. To provide a general overview of programs and resources.
4. To create an environment for meeting other adjunct faculty, your program director, and division administrator.

6:00 Buffet dinner served

6:20 Welcome - Dr. Ken Gibson, Dean of Instruction

Overview of the Faculty Handbook and materials - Dr. Helen Burnstad, Director of Staff Development

Overview of resources
"Nitty Gritty" items
Staff Development

6:30 Adjourn to Divisional/Program Meetings

April 15, 1994

TO: Communications Division Full-Time Faculty
FROM: Adjunct Appreciation Committee

Perhaps this is not the best date to solicit help, support, and funds; however, we are preparing early for what we hope will be a successful and more fully attended Adjunct Appreciation Day. Please mark Tuesday, May 10, and plan to join us in the OCB 204 Conference Room. "Formal" invitations will arrive soon; this memo will serve to explain what we are attempting and how we would like your help.

Since the English half of the Division provided the fall appreciation, we, in Dr. Scott's various programs, will provide this spring's. All of our adjunct deserve the recognition, and we encourage you not only to attend, but also to bring an adjunct with you or encourage one to attend. Since our program is hosting, we (respectfully) expect each of our full-time faculty to contribute food and/or a small cash contribution to insure that everyone gets the opportunity to help. As a reward, each will receive three tickets, good for drawings of door prizes. One does not need to be present to win, but he/she has to drop by to turn in the tickets. Any English faculty who volunteers to bring food and/or give a small cash contribution will also receive tickets. All adjuncts will automatically receive tickets. We will actually have two sets of prizes - one for the full-time and one for the adjuncts. Prizes will range from mugs, to books, to free lunches for two (expect the majority of larger prizes to go to adjuncts--we are appreciating them, after all). Therefore, by helping honor our adjuncts, you can also win something perhaps. A memo soliciting food and funds will be sent in the next week. Please respond quickly so we can get your tickets to you (and plan the menu).

The food - and hopefully the conversation and "mingling" - will go on all day. Drawings will be at 9, 12, and 4:30. We encourage any full-time faculty to volunteer as a host or hostess for an hour or so, so someone will always be present to greet and converse with adjuncts. If all goes as planned, the noon and late afternoon food offering will be more like a light lunch or dinner. Therefore, we need everyone's support to make this a success.

If you have any questions, any ideas of where I can solicit more door prizes, or any offers of assistance, please contact me or one of the committee members listed below. Thank you in advance for what I am sure will be overwhelming support. (And since I just learned how to use the telephone distribution message option, be glad I didn't leave this humongous message on your voice mail!!) Please help us make this a success.

Gretchen 3709, Roz 3792, Maggie 3335, Lynne O.-M. 3716, Myra 4128

Gretchen

**Dear Speech, Language, and Academic Enhancement Colleagues, (also FYI to Writing, Lit. Folks)**

Hopefully you are all warmed up to our ideas since you received Gretchen's explanation of what we hope to do on May 10 (Adjunct Appreciation). Here's some specifics about what we need. Please be generous! Also, would you return the next page to Roz's mailbox by Wednesday, May 4, so we can plan?

1. What should you do? (Pick one)
   - ____A. Contribute $5.00 cash to Gretchen, Myra, or Roz.
   - ____B. Contribute $2.00 **and** buy/make something from Food List.
   - ____C. Prepare or buy two or more food items from Food List.
   - ____D. Prepare or buy food items **and** give "white elephants," real nice gifts, or gag gifts.
2. If really gung ho, what additional activities could you do?
   - ____A. Agree to be a host or hostess in the conference room for an hour or so.
   - ____B. Bring a nice gift (tickets, book, gift cert, etc.) that we can draw for.
   - ____C. Bring a fun or gag gift. (All prizes will be recorded on flip chart.)
   - ____D. Talk to a committee member and offer to do whatever.

**Food List:**

**1. Breakfast or Morning Items: (Bring 8:00 a.m.)**

--Muffins (dz.) and butter
--Donuts (dz.)
--Quiche mini (dz.)
--Bagels (dz.) and cream cheese
--Specialty breads (assortment) and butter
--Fresh fruit tray
--Fresh fruit pizza

**2. Lunch Items (Bring by 10:45 a.m.)**

--Fresh vegetable tray and dip
--Hoagie sandwich buns (dz.)
--Specialty meats for sandwiches
--Vegetable casserole
--Lettuce, tomatoes, onions and condiments
--Desserts--cookies, cake, pie, etc.
--pop (6 or 12 pack)

**3. Evening Items (Bring by 4:15 p.m.)**

--Vegetable tray and dip
--Hoagie sandwich buns (dz.)
--Specialty meats for sandwiches
--Vegetable casserole
--Lettuce, tomatoes, onions and condiments
--Desserts--cookies, cake, pie, etc.
--pop (6 or 12 pack)

Thanks! Roz and the committee

# I-GAVE-AT-THE-OFFICE PAGE

**Please return this page to Roz Bethke's mailbox by Wednesday, May 4.**

Name_____

1. What will you do? (Pick one)
   - ____A. Contribute $5.00 cash to Gretchen, Myra, or Roz by May 4.
   - ____B. Contribute $2.00 **and** buy/make something from Food List.
   - ____C. Prepare or buy two or more food items from Food List.
   - ____D. Prepare or buy food items **and** give "white elephants," real nice gifts, or gag gifts.

   List Food Items:_____

   _____

   _____

2. Any gung ho activities? _____

## THANKS A LOT!

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